DOCUMENT RESUME

ED 199 622 CG 015 050

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TITLE Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
INSTITUTION Florida State Univ., Tallahassee. School of Home Economics.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE 78
GRANT DVE-8-78-2000
NOTE 41p.; For related documents see CG 015 045-049.
AVAILABLE FROM Florida Dept. of Education, Div. of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 ($1.81).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adjustment (to Environment); Adult Education; *Aging (Individuals); Home Health Aides; *Homemaking Skills; *Home Management; *Nutrition; Older Adults; *Physical Disabilities; Programed Instruction; Secondary Education; Students; Task Analysis

ABSTRACT

This manual is designed for use with adults or secondary school home economics students to help them become more aware of: (1) the nutritional needs of the aged; (2) the physical and social limitations affecting aged homemakers; and (3) the adaptations in individual dietary habits that will meet nutritional needs. The special nutritional needs of the aged are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on identifying the nutritional needs of older adults as well as the foods best suited for an older person. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

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ED199622

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

NUTRITIONAL NEEDS

TEACHER'S MANUAL
AND
PARTICIPANT'S MANUAL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

NUTRITIONAL NEEDS

TEACHER'S MANUAL

Project 7-052
Final Report

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1978

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Acknowledgements

Special thanks are expressed to the following people who made significant contributions to the development of this module.

Project Secretaries: Kathy Duval
Carol Lynn Johnson
Marguerite Archer

Artwork: Ed Augustyniak
Ira Friedman

Photography: Diane Hull
Deborah Ansley Parrish

Models for Pictures: Senior Citizens in Tallahassee

Teachers Involved in Fieldtesting Module:

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The module, Adaptations of Homemaking Skills for the Aged: Nutritional Needs, has been designed for use by your students in order that they might become: (1) more aware of the nutritional needs of the aged, (2) more aware of the physical and social limitations that affect the aged homemaker, and (3) better acquainted with some of the adaptations in the diet that will help the aged homemaker to meet these nutritional needs.

Since the number of people over age 65 is increasing, independent living for the aged has become a major concern of home economists. The information that your students learn in this module will enable them to help aged people live independently in their own homes for a longer period of time. The module has been designed in such a way that it could be used with an entire class, part of a class, or even a single student. It can be used both inside and outside of the classroom.

After successfully completing this module, your students will be able to suggest adaptations in the diet and in menu planning skills which will make meeting nutritional needs easier for the aged homemaker. Your students could use this information to help aged relatives or neighbors. This module will also help your students to better understand the post-middle-age phase of the life cycle. They may form a more positive attitude about older people in general as well as gain a better understanding of aging as a life-long developmental process.

Some of your students may use the information they learn in this module as the beginning of their training in the field of home health care. Work opportunities are plentiful for people called by such job titles as homemaker-home health aides, home health aides, or homemakers.

You may be a teacher of adult students or if you are a secondary school home economics teacher, you may teach adult classes at night. This module can be used with adult students, too. Like secondary school students, the adult students may use the information to help aged relatives or neighbors and to better understand the aging process. Many middle-aged adults find the positions of homemaker-home health aide, home health aide, or homemaker to be excellent part-time employment. Adults who have not been in the work force for a number of years because of family or other commitments often find these positions to be fulfilling employment when they return to work.

When you read the module, you will notice that only certain nutritional needs are discussed. It is not the intent of the module to present all of the needs common to each person but to deal exclusively with those needs that are different or especially important for the aged.

ORGANIZATION OF THE MODULE

The module has been designed in such a way as to allow students to work independently. Since the teacher interacts with students only when distributing and grading pretests and posttests, students are allowed to direct their own learning and to work at their own rate.

Pages i and ii introduce students to the module. Explicit *Instructions* for completing the module are given. *Performance Objectives* are stated so that students know exactly what they must learn. A *Glossary* of terms and definitions are provided on iii to aid students in understanding the *Information Sheets*.

Pages 1 through 8 contain the *Information Sheets* dealing with nutritional needs of the aged. Pages 9 through 14 contain *Learning Activities One through Six* which reinforce the information found in the *Information Sheets*. The module has been organized in this manner to stress the nutritional needs and provide the students with activities which require the use of the information they have learned. Some of the Learning Activities require information from more than one section of the Information Sheets, so students must have read the entire Information Section before the Learning Activities are attempted.

Quest Activities, which students will enjoy performing, are located on page 15 of the module. These activities allow students to further explore the ideas which have been presented in the Information Sheets.

USING THE MODULE

The module can be used with any number of students. It can be used both inside and outside of the classroom with either secondary school students or adult students. The module may be used by itself or with other modules in this series (Adaptations of Homemaking Skills for the Aged: Food Purchasing, Food Management, Laundry, Housekeeping, or Working With the Aged).

Testing

After receiving a module and reading the Instructions on pages i and ii, each student will ask you for a Pretest and an accompanying Answer Sheet. You will find a master copy of the Pretest-Posttest in Appendix B of this manual and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. After completing the Pretest, the student will return the Pretest and the Answer Sheet to you. You should then evaluate the student's performance on the Pretest using the Key located in Appendix A of this manual. You should instruct those students who pass the Pretest by making 20 (90%) or more correct responses to turn to the Quest Activities on page 15 of the module and do the activities there. Students who do not pass the Pretest by making 20 (90%) or more correct responses should be instructed to begin reading on page 1 of the module and read and complete Learning Activities until ready to take the Posttest. Be sure to give each student an Answer Sheet along with the module so they can write the answers to the Learning Activities located in the module.

After completing the module and preparing for the Posttest, each student will ask you for a Posttest and an accompanying Answer Sheet. Since the Posttest is the same as the Pretest, you will again find a master copy of the Pretest-Posttest in Appendix B and a master copy of the Pretest–Posttest Answer Sheet in Appendix C of this manual. When the student returns the Posttest and the Answer Sheet to you, you should evaluate his/her performance on the Posttest using the Key located in Appendix A of this manual. You should then instruct those students who pass the Posttest by making 20 (90%) or more correct responses to turn to the Quest Activities on page 15 of the module and do the activities there. Students who do not pass the Posttest by making 20 (90%) or more correct responses should be instructed to re-study the Information Sheets and Learning Activities in the module until they are ready to take the Posttest again. Each student should make 20 or more correct responses on the Posttest before going to another module.

Information Sheets and Learning Activities

The module instructs students to write their answers to all Learning Activities on an Answer Sheet. You will find a master copy of the Learning Activity Answer Sheet in Appendix D of this manual. If you notice a student writing directly in the module, you should remind him/her that he/she should write on the Answer Sheet provided so that the module will be reuseable.

The module also instructs students to use the Self-Check on page 16 of the module and to correct answers on their Answer Sheets. Students sometimes think that this is *cheating*. If you notice that a student is not using a Self-Check and/or is not correcting his/her answers, you should remind him/her that it is both honest and necessary to do these things.

Quest Activities

As previously mentioned, Quest Activities are provided in order that students may further explore ideas which were presented in the Information Sheets. Since your students will complete the module at different times, they will also begin to do the Quest Activities at different times. It is therefore important that the materials needed in order for your students to complete the Quest Activities are available when needed. It is best to obtain the materials before your students begin to work on the module.

While your students are required to do quite a bit of reading and writing in the module, the Quest Activities afford them a chance to experience some of the things about which they have been reading. By experiencing these things, your students will become more aware of the meaning of aging. You should encourage students to complete the Quest Activities by showing interest and enthusiasm about the Activities.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: NUTRITIONAL NEEDS

LEARNING ACTIVITIES ANSWER SHEET

Learning Activity One - page 9

1.
2.
3.
4.
5.
6.
7.

Turn to page 16 and check your answers!

Learning Activity Two - page 10

B F P A I E R C D E L A G S H
Q B C D E A C G U I O L S O E
A G S F I B E R E L R U E C A
G H I L G D C X U A E Y I I L
R L B I C A F S T A T R U A T
S I J S Q A Y T M B S H F L H
T Q B R C A L O R I E S I N G
A U S G A C H F Z O L Y Q E T
L I O Y G H C R B G O X S E P
Q D P F B E S D C Q H N J D R
M X L X I M Z F K M C P A S N
S O D I U M D U O H I Y V W L

Turn to page 16 and check your answers!

Learning Activity Three - page 11

Saturday:

Sunday:

Turn to page 16 and check your answers!

Learning Activity Four - page 12

1.
2.
3.
4.
5.
6.

Turn to page 16 and check your answers!

Learning Activity Five - page 13
Good Fiber Sources

1.
2.
3.
4.
5.
6.

Turn to page 16 and check your answers!

Learning Activity Six - page 14

1.
2.
3.
4.
5.

Turn to page 16 and check your answers!

REFERENCE LIST

General references on aging as well as references specific to food-related needs of the aged are included in the following list. You may want to read several of these in order to become familiar with some of the current literature on aging.

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Appendix A

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

NUTRITIONAL NEEDS

PRETEST-POSTTEST
KEY

Section I.

A. 1. True
2. False
3. False
4. True

B. 5. False
6. True
7. True
8. False

Section II.

1. True
2. False
3. False
4. False
5. False
6. False
7. True
8. True
9. True
10. True
11. False

Section III.

1. A
2. C
3. A
4. D

Appendix B

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED

NUTRITIONAL NEEDS

PRETEST-POSTTEST

I. Read each statement below and decide whether it is true or false. Write true or false in the place provided for Section I on your answer sheet.

A. In order to improve food for older people with less sensitive taste buds, the food should be:

1. cooked with extra seasoning.
2. highly salted.
3. served cold.
4. made more attractive looking.

B. To improve this menu for people with *dentures*:

Tuna Salad
Carrot Sticks, Potato Salad
Hard Roll
Watermelon Slice

5. all of the food should be very soft.
6. a different melon without seeds should be served for dessert.
7. some foods with a softer texture should be served.
8. celery should be substituted for the carrot sticks.

II. Read each statement below and decide whether it is true or false. Write true or false in the place provided for Section II on your answer sheet.

1. High levels of cholesterol, sodium, and calories are factors leading to heart disease.
2. Calories are found only in sweet foods, breads, and cereals.
3. The best source of sodium is sweet foods.
4. Nutrients are found in food, but not in liquids.
5. As people get older, there is a gradual slowing of body processes which results in a need for *more* calories.
6. Sodium is needed in the diet for regularity and good muscle tone.
7. As people get older, there is a decrease in the number of working cells.
8. Salt is a good source of sodium.
9. A limited income may mean less adequate food and cooking facilities.
10. Social factors are an important influence on the diets of the aged.
11. As people get older, they tend to exercise more and eat less.

III. The following questions have *one* correct answer. Write the letter of the correct response in the space provided for Section III on your answer sheet.

1. Four of the factors below are important in planning food for the aged. Which *one* is NOT an important factor to consider?

   A. time of day the meals are eaten
   B. cholesterol
   C. calories
   D. fiber
   E. sodium

2. Three of the foods below are low in cholesterol. Which *one* is NOT low in cholesterol?

   A. margarine
   B. egg white
   C. butter
   D. skim milk

3. Liquid is important in the diet because it is needed for food digestion and kidney function. The elderly should consume:

   A. 6 to 8 cups of liquid each day.
   B. 3 to 4 cups of liquid each day.
   C. 10 to 12 cups of liquid each day.
   D. 1 cup of liquid each day.

4. Three of the foods below are good sources of fiber. Which *one* is NOT a good source of fiber?

   A. whole wheat bread
   B. celery
   C. cabbage slaw
   D. cheddar cheese

Appendix C

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

NUTRITIONAL NEEDS

PRETEST-POSTTEST
ANSWER SHEET

Section I.

A. 1.
2.
3.
4.

B. 5.
6.
7.
8.

Section II.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Section III.

1.
2.
3.
4.

Appendix D

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

NUTRITIONAL NEEDS

PARTICIPANT'S MANUAL

1978

State of Florida Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida 32304

DEC 4 1980

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INTRODUCTION

Throughout the life cycle, nutritional needs are an important consideration in planning meals. The nutritional needs of the aged may be difficult for them to meet because of problems related to their age and physical condition. This module will help you become: (1) more aware of the nutritional needs of the aged; (2) more aware of the physical and social limitations that affect the aged homemaker; and (3) better acquainted with some of the adaptations in the diet that will help the aged homemaker to meet these nutritional needs.

INSTRUCTIONS

The steps listed below explain what you must do in order to complete this module. Read each of these steps, then return to step 1 and begin to work on the module.

1. Read these Performance Objectives:
   A. Write an explanation of why liquids, fiber, calories, sodium, and cholesterol are important in the diets of the aged.
   B. Name two physical limitations which must be considered in menu selection and evaluate menus as to their acceptability. Suggest alternate foods when a menu is unacceptable.
   C. Match those foods high in cholesterol with common substitutes which lower the cholesterol level without decreasing nutritional benefits.
   D. Identify high fiber foods from a list and specify which ones would be good for older people with false teeth and gum or mouth problems.
   E. Identify social factors which affect the diet and eating habits of the elderly.
2. Make arrangements with your teacher to take a test (Pretest) based on the Performance Objectives you just read. Ask your teacher for a Pretest and an Answer Sheet. *Please do not write your answers on the Pretest!* Write your answers on the Answer Sheet.
3. Take the Pretest.
4. Return the Pretest and the Answer Sheet to your teacher. Let your teacher check your Pretest.
5. If your teacher tells you that you gave 20 (90%) or more correct responses on the Pretest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 15 of this module.

   If your teacher tells you that you did not give 20 (90%) or more correct responses on the Pretest, you should turn the page and begin this module.
6. Read and study the Glossary on page iii in order to become familiar with some of the terms that you will see on the Information Sheet.
7. Read the Information Sheet. Complete the Learning Activities in order to prepare yourself to take a Posttest. *Please do not write in this module!* Write the answers to each Learning Activity in the appropriate place on the Answer Sheet provided to you. After writing your answers to each Learning Activity, turn to the Self-Check on page 16 of this module and check your own answers. If you have any incorrect answers, change the answers on your Answer Sheet after looking at the Self-Check. Re-read any part of the Information Sheet with which you are having difficulty.
8. Make arrangements with your teacher to take a test (Posttest) based on the information in this module. Ask your teacher for a Posttest and an Answer Sheet. *Please do not write your answers on the Posttest!* Write your answers on the Answer Sheet.
9. Take the Posttest.

10. Return the Posttest and the Answer Sheet to your teacher. Let your teacher check your Posttest.
11. If your teacher tells you that you gave 20 (90%) or more correct responses on the Posttest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 15 of this module.

    If your teacher tells you that you did not give 20 (90%) or more correct responses on the Posttest, re-read and study the Performance Objectives and the Information Sheet, then re-take the Posttest until you give 20 (90%) or more correct responses.

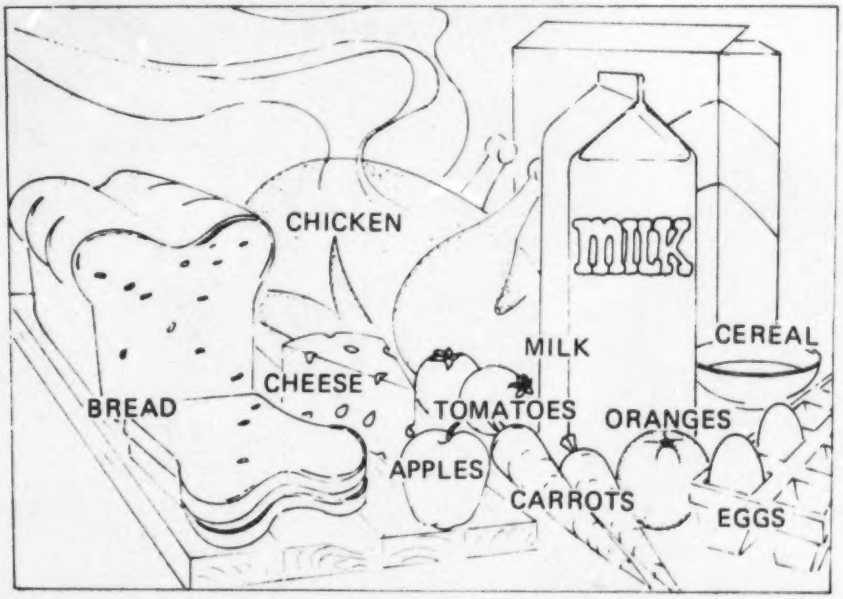
GLOSSARY

Adaptation	A change that makes something easier.
Calories	A unit of energy from food.
Cholesterol	Fat made in the body by the liver, also found in animal foods.
Dentures	False teeth
Digestion	The process of breaking down the food to be used by the body.
Fiber	Tough, thread-like substance which gives shape and texture in some food.
Intake	Food eaten in a certain time period.
Liquid	Fluid
Nutrient	A component of food necessary for life and health
Receptors	Parts of the body which react to a stimulus.
Secretions	Fluids given off in the body.
Sodium	A mineral found in salt and in many foods.
Taste buds	Receptors in the mouth that respond to flavor of food.

NUTRITIONAL NEEDS

INFORMATION SHEET

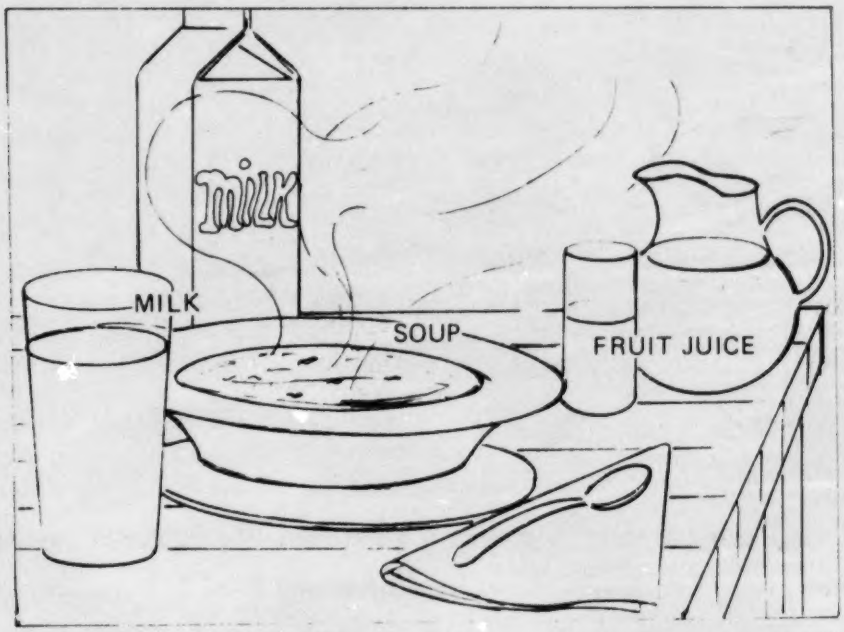
Food is important for every living thing. Without proper nutrients in the right amounts, life would not go on. Nutrients are one of the parts of food that lead to and help maintain good health. An adequate supply of nutrients is needed at all times throughout the life cycle. For some population groups, obtaining food and nutrients may be difficult. Looking at the aged in our population, there are many factors that could make nutrition a special problem.



The main physical change that takes place with aging is a decrease in the number of working cells. Because of this, most body processes slow down. Nutrients are not distributed as efficiently by the blood stream. Less of the secretions which aid body functions are made. These physical changes may account for some of the complaints of older people about food. Less production of secretions in the stomach may lead to problems in digesting food. Gas and constipation may be due to more activity of the stomach with less movement of the intestines. Changes in the diet can help the elderly cope with these physical problems.

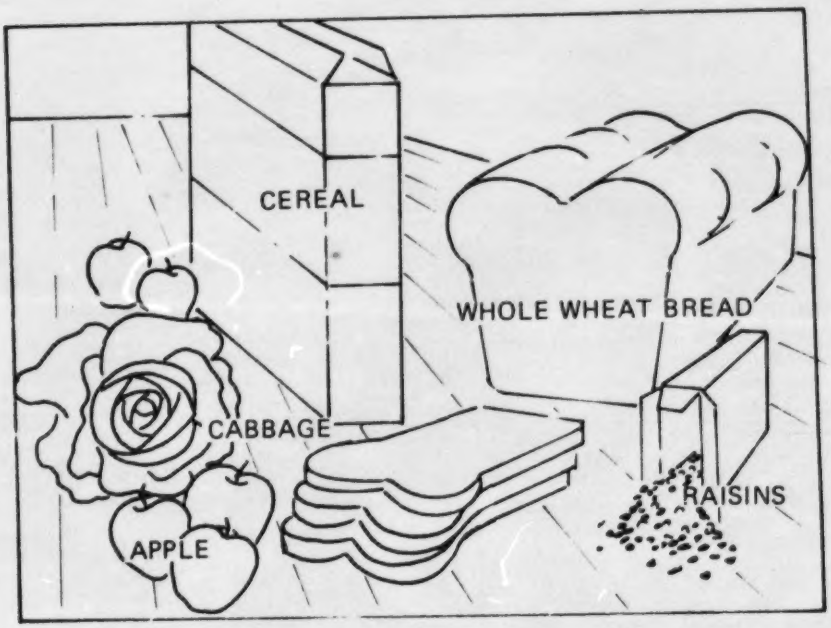
LIQUID

An adequate amount of liquid in the diet will help in digestion of food and kidney function. Six to eight glasses of liquid a day is recommended. This amount may best be achieved by milk (if digestion is not a problem), fruit juices, water, and soups which add nutrients needed for good health. Beverages such as coffee, tea, soft drinks, and alcoholic beverages serve as liquids but add few nutrients except calories.



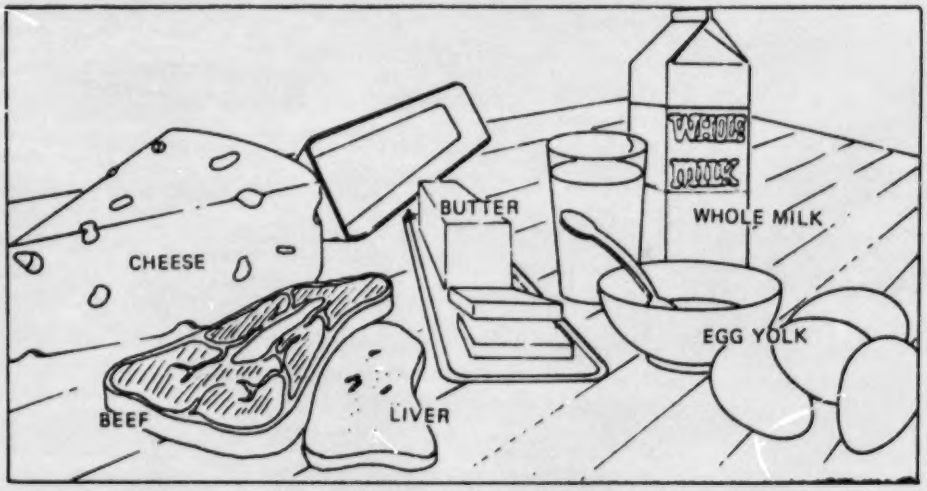
FIBER

Fiber is needed in the elderly's diet for regularity and good muscle tone. Good fiber sources include whole grain breads and cereals, dried fruits, and raw fruits and vegetables. Fiber is the part of these foods that is not wholly digested. The fiber adds bulk because it can swell and hold water as it passes through the digestive system. Constipation will not be a problem because of regular bowel movements when the diet includes foods high in fiber. Very rough fiber is not recommended for the aged. Four or five light meals during the day rather than a pattern of three meals will also aid in digestion.

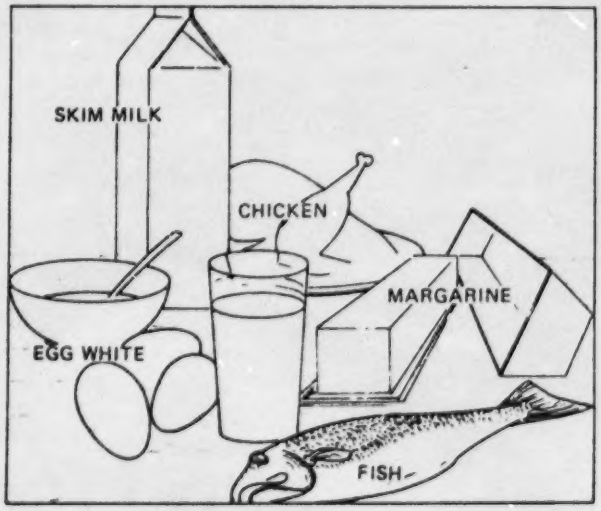


CHOLESTEROL

The term cholesterol has often been in the news in recent years. Cholesterol is needed in body tissues and for some body functions. It does not need to be in the diet because it is made in the body by the liver. Too high a cholesterol level in the diet may be a contributing factor in heart disease. The cholesterol level can be checked by a doctor and changes made in the diet if the level is too high. Animal foods add cholesterol to the diet. Small quantities of these foods may be eaten if the cholesterol level is not too high.

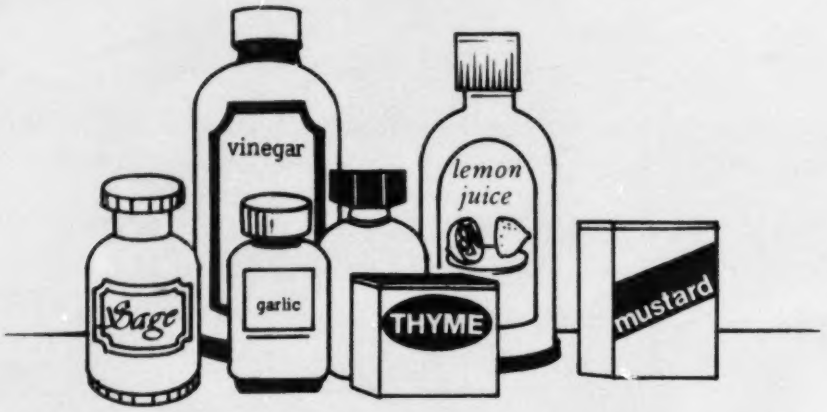


Fish, egg white, margarine, and skim milk are good low cholesterol substitutes for liver, fatty beef and pork, egg yolk, cheese, butter, and whole milk, which are high in cholesterol.



SODIUM

Sodium is needed in the body for many things but in small amounts. Some sodium is in the diet because it is in many of the foods that we eat. Most of the sodium comes from the salt which we add to foods or the manufacturer adds to foods in the processing of them. High salt intakes have been shown to be a factor in high blood pressure, heart failure, and other health problems. As with cholesterol, sodium should be limited in the diet of many aged people. It would be best for them to avoid high salt foods such as pickles packed in brine solution, salted nuts, potato chips, cured meats; and to try to change food habits by learning to eat foods without adding more salt. Other flavorings such as spices, lemon juice, and vinegar are good substitutions for salt.



CALORIES

As people get older, there is a gradual slowing of the body processes which results in a need for FEWER calories. A calorie is the energy the body receives from the digestion of food. Usually with age, there is a decrease in physical activity. When physical activity is high, more calories are used for energy. The older person with low physical activity may need to decrease the number of calories eaten because fewer are being used for energy. Weight control can become an important problem especially when food is available and health and appetite are good.

DENTAL PROBLEMS

As people get older, their teeth may weaken or even be replaced by false teeth called dentures. When preparing food or helping an older person select food, this should be considered. Not all foods should be ground, chopped, or pureed because it may not be appetizing to eat all very soft foods. In some older people, the gums may have become hardened through use and the ability to chew may not be lost. Diets that are all smooth may lead to problems in digestion and elimination of body waste. This is the same problem associated with a low fiber diet. When chewing is difficult, food should be hand cut into smaller pieces to make it look and taste more like it normally would instead of using a machine chopper or blender. The smaller pieces that still look like the original food are more appetizing and can be eaten by most elderly people.

SENSE OF TASTE AND SMELL

As we get older, the sense of taste and smell is lessoned. Taste buds are actually worn down with age. Foods for older people may need some extra seasoning. Salt should not be increased because of its high sodium content. Eating can be made more enjoyable even though the sense of taste is lessened by making food more attractive as it is served. Garnishes and consideration of colors of the food will help to make a meal more attractive.

SOCIAL FACTORS

Several factors may lead to improper nutrition in the aged.

1. limited income may restrict the purchase of adequate amounts of the right kinds of food, proper cooking equipment, and food storage equipment.
2. loneliness, unhappiness and loss of loved ones.
3. reduced activity, increased fatigue and weakness or living alone may affect the desire to eat, diet may be unbalanced because it is limited to foods which require little preparation.

4. social isolation, particularly in cities, may lead to mental and physical decline.

5. lack of support from family, friends, and/or community may lead to depression and loss of appetite.

6. the elderly may be particularly influenced by food fads and fallacies.

7. cronic invalidism leads to lack of appetite.

8. poor dental health affects eating habits.

9. mental disturbances, confusion or depression, may lead to poor appetite and inability to select and prepare food. A combination of several of these factors will make food and nutrients a difficult problem for the elderly.

Let's review the nutritional aspects of the food-related needs of the aged.

1. Include 6 to 8 cups of liquid in the diet.
   Select nutritional liquids such as milk, fruit juices, and soups.

2. Include sources of fiber daily; raw vegetables and fruits, whole grain breads and cereals.

3. Limit high cholesterol foods.
   Substitute poultry, fish, skim milk, margarine, and lean meats for iiver, fatty beef and pork, whole milk, butter, egg yolk, and cheese.

4. Limit sodium intake (salt).
   Substitute lemon juice, vinegar, and spices for added seasoning and flavor.
   Some high sodium foods are potato chips, salted nuts, and cured meats.

5. Consider texture and flavor when selecting food.

6. Lower calorie intake or increase physical activity to maintain normal weight.

7. Food can be made more attractive by adding garnishes and having nicely colored foods on the plate.

8. Eating with other people rather than alone can make meals more enjoyable and food more appetizing.

LEARNING ACTIVITY ONE

NUTRITIONAL NEEDS

Directions: There are seven factors which are involved in the food related needs of the aged. Listed below is a clue to each of the missing factors. Read the clue and write the word or words in the place provided for Learning Activity One on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. Salt is the most used source. High intake levels may contribute to heart disease, high blood pressure, and kidney problems.

2. A substance found in whole grain cereals, raw fruits and vegetables. It is important for regularity and good muscle tone.

3. Animal foods are the main source of this substance. High levels in the diet may contribute to heart disease.

4. This factor is needed for food digestion and kidney function. Six to eight glasses are recommended each day.

5. Energy obtained from eating food. Too many leads to problems of weight control.

6. Loneliness, depression, and a low food budget are this type of influence on food intake.

7. A good diet leads to good _____ .

LEARNING ACTIVITY TWO

DIET PUZZLE

Directions: Find the seven factors to consider in the elderly diet in the word search on your answer sheet in the place provided for Learning Activity Two and write an explanation of why they are important in the diets of the aged. Factors can be found either up and down or right to left. After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

LEARNING ACTIVITY THREE

CASE STUDY

Directions: Read the case study and follow the directions at the end.

Mrs. Sarah Wilson is 75 years old and lives alone. Her children live in a nearby town and visit often. Mrs. Wilson has always lived in the same home and enjoys her independence. Since she has grown older, she finds her taste buds are less sensitive and her sense of smell is not as good. She has false teeth which do not fit as well as they used to. Her son, Bob, and his family have invited Mrs. Wilson to visit for a weekend during the summer. Bob's wife, Sally, is planning the meals for the weekend. Here are her plans for dinner menus. Think about Mrs. Wilson and her needs. Friday's menu would be the best for Mrs. Wilson. On your answer sheet, in the place provided for Learning Activity Three, describe what is wrong with each of the other menus. After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

Friday	*Saturday*	*Sunday*
Meat Loaf	Corned Beef Hash	Broiled Steak
Scalloped Potatoes	Apple Sauce	Corn on the Cob
Sliced Tomatoes	Jello Salad	Apple/Celery Salad
English Peas	Plain Custard	Hard Rolls
Corn Muffins		Brownies with nuts
Apple Pie		

LEARNING ACTIVITY FOUR

CHOLESTEROL IN FOODS

Directions: In the place provided for Learning Activity Four on your Answer Sheet, write the correct letter from the low cholesterol column to match the high cholesterol food listed. Pick a low cholesterol substitute from the same food group as the high cholesterol food it would replace. The food groups are:

Meat, poultry, fish, and eggs
Dairy products
Breads and cereals
Fruits and vegetables
Fats and oils

After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

High Cholesterol

1. whole milk
2. sirloin steak
3. cheddar cheese
4. liver
5. egg yolk
6. butter

Low Cholesterol

A. low fat yogurt
B. broiled fish
C. egg white
D. skim milk
E. baked chicken
F. margarine
G. banana

LEARNING ACTIVITY FIVE

FIBER IN FOODS

Directions: From the list below, write a list of the six foods which are high in fiber in the place provided for Learning Activity Five on your Answer Sheet. Put a star (*) by those good fiber sources which could be eaten even if teeth were weak or dentures fitted poorly. After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1. hamburger
2. raw apple
3. bran muffins
4. french fries
5. whole wheat bread
6. cole slaw
7. celery
8. cheddar cheese
9. doughnuts
10. fried chicken
11. raw cabbage

LEARNING ACTIVITY SIX

SOCIAL FACTORS

Directions: Below are sentences which describe some of the social factors affecting the diets of the aged. In the place provided for Learning Activity Six on your Answer Sheet, write the answer that best completes the sentence. After writing your answers on the Answer Sheet, turn to the Self-Check on page 16 and see if your answers are correct.

1. A limited income (may, may not) restrict the purchase of adequate amounts of the right kinds of food.

2. Loneliness, unhappiness, or loss of loved ones (may, may not) affect the appetite of the aged.

3. If an aged homemaker is weak and activity is reduced, desire to eat may be (increased, decreased).

4. Food fads and fallacies (are, are not) an influence on the diet of the elderly.

5. Poor dental health (does, does not) affect eating habits.

NUTRITIONAL NEEDS

QUEST ACTIVITIES

1. Encourage more awareness of the food-related problems of the aged by talking to others and working with older people. Write a dairy of your experiences using the most common problems and suggestions for solving them.

2. Keep a scrapbook of newspaper and magazine articles related to food needs and problems of the aged.

3. Find recipes from each of the four food groups appropriate for the elderly with false teeth.

4. Write menus incorporating the nutritional needs of both teens and grandparents and explain how the needs were met by the foods selected. Use food or food models to show one meal from these menus.

5. Cut pictures of food from magazines which might be included on a soft diet for older people with poor teeth. Arrange them into six meals (two days) that illustrate color, variety, and all of the food groups.

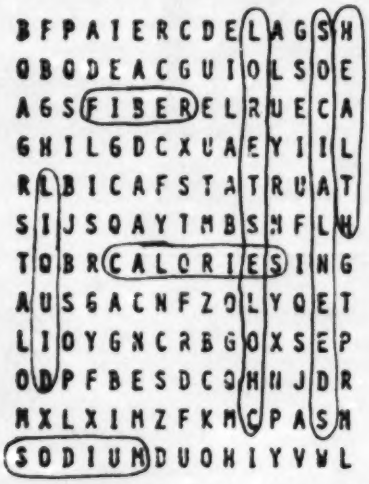
ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: NUTRITIONAL NEEDS

SELF-CHECK

Learning Activity One - page 9

1. sodium
2. fiber
3. cholesterol
4. liquid
5. calories
6. social factors
7. health

Learning Activity Two - page 10


B F P A I E R C D E L A G S H
Q B Q D E A C G U I O L S O E
A G S F I B E R E L R U E C A
G H I L G D C X U A E Y I I L
R L B I C A F S T A T R U A T
S I J S Q A Y T M B S N F L H
T O B R C A L O R I E S I N G
A U S G A C N F Z O L Y Q E T
L I O Y G N C R B G O X S E P
O D P F B E S D C Q H U J D R
M X L X I M Z F K M C P A S M
S O D I U M D U O H I Y V W L

Learning Activity Three - page 11

Saturday: Every item in this menu is plain and soft. Mrs. Wilson could eat the food but it is not very appealing.

Sunday: All these foods are too hard for Mrs. Wilson to eat with her poorly fitting false teeth.

Learning Activity Four - page 12

1. D
2. B or E
3. A
4. B or E
5. C
6. F

Learning Activity Five - page 13

1. raw apple
2. bran muffins*
3. whole wheat bread*
4. cole slaw
5. celery
6. raw cabbage

Learning Activity Six - page 14

1. may
2. may
3. decreased
4. are
5. does